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# Front Lines

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U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

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Improving the lives of  
women and girls

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Careers of service,  
acts of valor honored  
at Awards Day





## The Front Lines of a Long Twilight Struggle for Freedom

— John F. Kennedy

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

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**Cover:** This serious young student is from Panajachel, Sololá, Guatemala.

### *Improving the Lives of Women and Girls*

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### FRONT LINES

#### **Administrator:**

J. Brady Anderson

#### **Assistant Administrator for**

#### **Legislative and**

#### **Public Affairs:**

Joseph R. Crapa

#### **Chief of Multimedia**

#### **Communications:**

Suzanne Chase

#### **Editor:**

Achsah Nesmith

#### **Staff Assistant:**

Mary Felder

#### **Photo Librarian:**

Pat Adams

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By J. Brady Anderson

## **“We can do nothing that is more important....”**

*“We can do nothing that is more important, in my judgment, or can have a greater impact in the world, than educating young girls.”*

Administrator J. Brady Anderson  
Nov. 17, 1999  
All-Agency Meeting

One of my most enduring memories of Africa is how hard women work — fetching water from distant wells or streams, chopping and hauling firewood, working in fields, often miles from their villages, with hoes in their hands and babies on their backs. During the eight years I lived in Africa, I was constantly struck by how much women’s lives were defined by hardship and struggle. BUT that hardship is not confined to Africa.

Worldwide, more women than

men live in extreme poverty, are malnourished and illiterate. When donor nations agreed in 1996 on development goals to be reached by the year 2015, many of those goals were stated in terms of improvements in the lives of women and girls because that is where the greatest improvement was needed. Investments in girls and women also can pay the greatest development dividends, because women are usually directly responsible for a family’s nutrition and health and for the education of the children.

Universal primary education in all countries by 2015 is one of the key goals. Donor nations also agreed that gender disparity in primary and secondary education should be eliminated by 2005.

Literacy rates are rising worldwide, but the total number of people



Administrator Brady Anderson talks with Mayan mothers at a bilingual school in the hamlet of Pacajá, El Quiché, Guatemala, during his January trip.

who are illiterate is also rising — and two-thirds of them are women. Many girls are never enrolled in school and often girls who do start school drop out after only a few grades, before developing literacy and numeracy skills. These girls are destined to join the world’s estimated 1 billion illiterate adults.

likely to survive as a baby born to a mother in the same country who has no education.

Yet currently, 75 million more boys than girls are enrolled in school, and the gap will grow to 127 million by 2005 unless effective action is taken. USAID is supporting programs that are



**Mothers like this Guatemalan woman are the key to the health, nutrition and education of their children. Studies show the baby whose mother has at least four years of primary school is twice as likely to survive as the baby of a mother with no education.**

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***A mother’s education is the single most important determinant of child survival — more than wealth or availability of medical facilities.***

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A mother’s education is the single most important determinant of child survival — more than wealth or availability of medical facilities. Studies conducted within developing countries have shown, for example, that a baby born to a woman who attended at least four years of primary school is twice as

making significant progress in reducing the gender gap in primary schools and that are improving the success rate of girls who attend school.

The happy bonus is that these programs generally improve boys’ education as well. ■

By Susie Clay

## More girls in school — success in the making

**A**t Peru's "First National Conference on Girls' Education in Rural Areas" in June 1999, Dr. Felipe García Escudero, the minister of education, declared, "We consider girls' education to be an investment for the future." The education budget would be increased to "improve and broaden the coverage of basic education in rural areas and ensure equity in the Peruvian educational system," he said, and the government would establish finance policies "that ensure access to education for all children." Minister Escudero is one of a growing number of senior government offi-

for one suburban Virginia county (Fairfax) is \$1.28 billion.

### **The best investment**

The evidence is indisputable that educating girls and women yields high returns for a country's development. The returns from investments in educating girls are often higher than those for boys. As women's educational levels go up, so does child survival, while birthrates go down. Women with seven years of formal schooling commonly have two to four fewer children than women who have never attended school, further increasing their children's chances of receiving better



**Girls are far more likely than boys to be taken out of school to earn money or do household chores. This Guatemalan girl contributes to family income with her back-strap weaving.**

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***In 1995, there were actually more illiterate women in the world than in 1980, while the number of illiterate males dropped during those years...***

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cials in developing countries who are demonstrating an increasing commitment — and much needed political will — to focus on girls' education. They are marshaling public and private funds to increase girls' school participation and making girls' education a major element in the reform of their education systems.

Despite this progress, funding for girls' education in developing countries remains grossly inadequate. To provide a primary education to all girls and boys in all developing regions would cost \$7 billion to \$8 billion annually over a 10-year period. As a point of comparison, the current year's education budget

nutrition, health care and education.

Worldwide literacy rates are rising, but the absolute number of illiterates, mostly females, is also rising. In 1995, there were actually more illiterate women in the world than in 1980, while the number of illiterate males dropped during those years, according to UNESCO.

Girls in many developing countries encounter huge obstacles to entering and staying in school. It is not surprising that two-thirds of children who drop out of school or who never go to school are girls. In many countries, girls drop out of school after only a few grades, without learning to read or write.

Family poverty is still the major

reason girls are not in school. On average, girls work twice as many hours as boys on household tasks, like fetching water and wood, caring for their younger siblings, and tending animals and family agricultural plots.

### **More girls in school, but rural-urban gap widens**

Greater numbers of girls are now attending school worldwide, and the gender gap has narrowed in many countries, but recent reports show that the gender gap has actually widened in 10 countries. Instead of eliminating the gender gap by the year 2015 — the development goal set by donor countries in 1996 — the gap is expected to be nearly double what it was in 1995, given the current rate of population growth and the increasing budgetary constraints in many countries.

Rural areas are of particular concern. In such countries as Egypt, Ghana, Guatemala, Guinea, India, Mali, Morocco, Senegal, Uganda,

and Zambia, UNICEF reports that rural primary school attendance is 15 percent to 38 percent lower than in urban areas. Girls' attendance is even lower.

### **USAID—long-term commitment**

USAID was one of the first donor agencies to add programs focused on girls to its basic education efforts. Since the 1980s, girls' education has been a focus in all of USAID's basic education programs worldwide, with a particularly strong focus in 20 countries. Over the past decade, agency funding for basic education, including programs for girls, has remained at around \$98 million annually. Even with these limited resources, USAID maintains leadership in testing innovative approaches for improving educational opportunities for girls and in demonstrating the impact of such approaches. Major donors have replicated USAID's activities or have expanded on them. Among the most successful programs conceived





Girls are often kept out of school to care for younger siblings, but that is changing for these little girls in Guatemala.

of and tested by USAID are:

- Community schooling, which brings schools closer to home and increase safety for girls;
- Incentives, including scholarships and reduced school fees, which address family poverty;
- Social mobilization and awareness campaigns in villages, which increase community support for girls' education;
- Training more female teachers — families are often more comfortable sending their daughters to classes taught by women; and,
- Engagement of non-traditional partners, such as private business, religious leaders and the media. This is particularly successful in creating host-country commitment and funding for girls' education and now enjoys wide support from other donors.

These efforts are bearing fruit—significantly more girls are entering school and staying in school in USAID-assisted countries. In such countries as Guatemala, Guinea, Malawi, Mali, and Morocco, girls' enrollments increased (from 12

percent to 35 percent between 1990 and 1997.) Boys' enrollments increased at about the same rate, allaying fears that efforts to improve girls' opportunities would somehow hurt boys' education.

USAID, other major donors and leading non-governmental organizations sponsored the first International Conference on Girls' Education in Washington in 1998. Delegations of senior officials from the government, private sector, media, and religious groups from 42 countries attended and made significant commitments to girls' education in their countries. As a direct result of USAID's efforts, leaders from the public and private sectors in countries such as Morocco, Guinea, and Guatemala have established highly successful girls' education initiatives that show great promise for reducing donor dependence while achieving permanent gains. ■

— Clay is education officer in the Office of Women in Development in the Global Bureau.

By Eileen Muirragui

## Morocco's new king leads in promoting girls' education

In Morocco, the air is humming with the energies of an expanding social movement that promises to transform the country. Some unlikely partners are meeting on common ground — Casablanca bankers, leading journalists, fashion designers, non-governmental organization leaders, private entrepreneurs, grassroots community workers and leaders of organizations promoting democracy and women's rights.

Three years into implementation of USAID's girls' education

initiative in Morocco, these diverse partners are all enthusiastically working toward a common goal — basic education for girls, particularly in rural areas.

Their efforts will benefit all of Morocco, but the immediate beneficiaries are youngsters like Naima and Dounia. Naima is a 10-year-old girl who wants to be a doctor but whose parents cannot afford to educate her and her eight siblings. Dounia had excellent grades, even better than her brother's, but her parents had

### *Girls in rural areas are among the most disadvantaged citizens in Morocco...*

decided that since they could afford to send only one child to school, it would be her brother.

Girls in rural areas are among the most disadvantaged citizens in the country, a fact that is not lost on Morocco's new king, His Majesty Mohammed VI. He is an

active promoter of women's rights as part of a broader campaign to reform education and combat poverty in rural areas.

In Morocco in 1994, 89 percent of rural women were illiterate, compared to 61 percent of rural males. Only 25 percent of rural

girls and 37 percent of rural boys were enrolled in primary schools, compared to 85 percent of girls and 97 percent of boys in urban areas. These figures have not changed significantly nationwide — but targeted interventions to increase girls' school attendance are making a difference in some pilot areas.

Girls' education is a vital part of alleviating the large difference in development between a growing urban corridor and the neglected countryside. These differences cause Morocco to rank 126 out of 174 countries on the U.N. Development Program's Human Development Index and impede full development of the country's emerging economy. Rural maternal mortality is more than twice that of urban areas — 307 per 100,000 live births in rural areas — and mortality of rural children before age 1 is 46 per 1,000. Research from many countries shows that improving female education has a

positive effect on all of these indicators of well-being.

### **Government and local businesses collaborate**

The active, organized promotion of girls' education in Morocco began with the collection of data on barriers that were preventing girls from enrolling in school and completing their education. Based on this data, the Ministry of National Education adjusted school hours and developed in-service teacher training programs. Ministry staff in the provinces has begun to incorporate student-centered, gender-sensitive teaching practices in province-wide in-service training for teachers. These practices are also being taught in colleges that train teachers.

Local organizations then develop regional plans for action to improve girls' education and receive technical help to create small community projects that provide school supplies, protective

walls around schools, and school lunches. Several embassies and a business association funded these projects, which were always matched by community funds, materials, and labor. Current education projects, in partnership with the Moroccan Ministry of Education, have multiplied local contributions. In the last six months, for example, one local

### **International fashion show benefits girls' scholarships**

Journalists have also been drawn to the initiative, producing numerous articles in leading magazines and newspapers on the importance of girls' education. The magazine *Femmes du Maroc* (Women of Morocco) worked with leading fashion designers from North Africa and Europe, such as Jean

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***Girls' education is a vital part of alleviating the large difference in development between a growing urban corridor and the neglected countryside.***

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girls' education committee (Comité de Soutien à la Scolarisation des Filles) raised over US\$30,000 from domestic sources for girls' scholarships.

Major private sector organizations representing banks (Groupement Professionnel des Banques du Maroc) and business enterprises (Confédération Générale des Entreprises Marocaines) have also formed a School Enterprise Partnership Association that will be supporting improvements of 600 schools through local support committees that develop action plans and mobilize local resources.

This partnership emerged from two major conferences: the 1998 International Conference on Girls' Education in Washington, D.C., and the follow-up conference "Business and Education: A Development Imperative," held in Marrakech in 1999, spearheaded by a senior executive of WAFABANK. First lady Hillary Rodham Clinton was keynote speaker at both conferences.

Paul Gauthier, to promote Caftan 2000, a major fashion show that took place on Feb. 4. Caftan 2000 was televised in North Africa and France, with proceeds from the show going to girls' scholarships.

Local non-governmental organizations helped with projects such as construction of schools, wells, latrines, and housing for a female teacher. The Democratic Association of Moroccan Women (Association Démocratique des Femmes du Maroc) is also working for policy reforms favoring girls' education.

These efforts are gaining momentum in Morocco because local groups see the value of improving girls' education and are willing to invest their time and money. Where there was once limited interest, there is now a widening network of Moroccans in all sectors of society who actively support girls' education. ■

— **Muirragui** is a senior associate at Management Systems International, Inc.



Girls walk to the Chtaouna school in the Moroccan province of Sidi Kacem. USAID's education project helped a local non-governmental organization, Dar Echemakh, raise funds to turn a dilapidated building into a school library. The community also built two latrines and a fence around the school, easing parents' concerns about sending their daughters to school.

By Laura Lartigue

## Religious and business leaders, radio spots, delivery trucks urge Guinean parents to send daughters to school

**A**iring on six rural radio stations in local languages, radio spots are broadcasting a message of change for girls in Guinea. The spots are one element of the Ministry of Education's successful social awareness campaign that began in the early 1990s, with USAID support, and continues today. Religious and other respected community leaders have been recruited to encourage parents to send their children—both girls and boys—to school. Contests have been held nationally to create songs and plays that promote girls' education.

The awareness campaign — along with a major restructuring of the education system to focus on primary education — has led to substantial results throughout the country. The percentage of girls enrolled in school more than doubled and outpaced the substantial increase in boys' enrollment. For the first time since the early 1980s, the gap is beginning to narrow.



**In Guinea, two boys attend school for every girl, but more girls are going to school as conservative religious leaders join business and community leaders to urge parents to enroll their daughters.**

does not tell the whole story.

A huge gender gap remains, with one girl attending school for every two boys. Because of their household responsibilities, girls in

### **Strong support by business, media, religious leaders**

Through new efforts to mobilize government, business, media and religious leaders, attitudes in Guinea toward girls' education are changing at both the local and national levels. Media and business leaders are contributing time and financial resources to girls' education. TV spots, as well as a series of articles and coverage of girls' education in four national newspapers, have opened the dialogue on girls' schooling. Rural radio stations broadcast educational discussions in local languages targeting community leaders, teachers, parents and young girls. Business sponsors are providing valuable technical and financial support. Barry & Freres, a local food distributor, includes messages about girls' education on

its delivery trucks and in its national advertising campaign.

Religious leaders are also speaking out at public events and on national radio, citing texts from the Qur'an in support of girls' education.

### **Communities commit resources**

Education promoters are traveling to the 18 most disadvantaged provinces and bringing together people from throughout each community — local officials, religious leaders, parents, teachers and, when appropriate, children and young people—to discuss educational issues. Many topics are discussed, from school costs to fears that young girls might become pregnant through improper relations with teachers or male students.

*(continued on page 6)*

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***"Religious leaders are speaking out...citing texts from the Qur'an in support of girls' education."***

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### **Guinea ranks first in Africa for increasing girls' enrollment, but twice as many boys as girls attend school**

Guinea has been increasing girls' enrollment in primary schools by 16 percent annually and ranks first among all African countries in the rate of sustained increase in girls' school enrollment — but enrollment

Guinea still drop out at a greater rate than boys, and fewer girls do well in school. In 1997, only 57 percent of Guinean girls reached the final year of primary school (73 percent for boys), and only 33 percent of girls who sat for the seventh grade entry exam passed (compared to 44 percent for boys).

(continued from page 5)

**Religious leaders petition for schools, and mountain district enrolls more girls than boys**

The campaign made such an impression that religious leaders in Lelouma district—a conservative, rural Islamic community that had shunned Western-style education for over 100 years—petitioned the ministry to build schools to educate their children.

Lelouma, in the mountains of Fouta Djallon, is a clear success story, with more girls now enrolled in school than boys — 1,748 girls and 1,512 boys. Co-ed equity

committees at the province and community levels are developing strategies to ensure that girls not only enroll in school but also complete school. Young people formed a junior high “equity club.”

Local people in the Lelouma district also raised funds for school construction. The amounts are modest, but where local revenues are very low, these small sums are significant. With less than 12.3 million Guinean francs (US \$7,000), the village of Dialakadie is constructing three classrooms, latrines for boys and girls, and housing for two teachers. Villagers

in Dougoutouni are constructing three junior high classrooms to accommodate the large number of girls graduating from grade school who wish to continue their education. In a small fishing village called Kaback, villagers took the initiative to construct local schools, then sought and received official recognition from the Guinean government. These schools benefit both boys and girls.

**National Girls’ Education Day**

Guinea celebrated its first National Girls’ Education Day on June 21, 1999, with well-known community

leaders broadcasting over national radio and TV. Madame Sultan (a widely respected pioneer for independence) said in her speech, “Those of us from the old generation who had the chance to go to school know that that’s what enabled us to understand life, and we have understood the necessity of schooling children in general, and young girls in particular.” ■

— **Lartigue** is a technical writing consultant for USAID’s Guinea mission.

By Julia Richards

## Guatemalan women kneel while men sit, but speak up for daughters’ education

It is the first time in Tzununul that so many women have assembled in the municipal salon. They are here for the first organizational meeting of the community “parent circle.” The initial meeting is hardly a circle, for only the men sit on chairs lined up at the front of the room; the 45 women kneel on the floor at the back.

and behaviors of children at different ages. For girls at ages 7 and 8, parents most often mention “wash dishes and clothes;” for boys, they mention “play ball.” As Tomasa and her assistant tally parents’ statements, they overhear parents continue to discuss how girls are confined to productive activities on the homefront while boys are engaged in activities in the fields, traveling to other towns,



Only one girl in eight graduates from the sixth grade in rural Guatemala.

***“We need to make sure that...we are the last generation that cannot read and write.”***

**Girls work at home, boys play ball**

To open the session, Tomasa, a local girls’ education facilitator in the province of El Quiché, asks parents to describe characteristics

playing recreational sports, and socializing. The spirited discussion about the distinct divergence in the lives of girls and boys after age 5 results in formation of a highly



motivated circle of parents in Tzununul — and an agenda for enhancing education for their daughters.

Guatemala has one of the least educated populations in Latin America. Only one girl in eight graduates from the sixth grade in rural Guatemala. The average Mayan woman has less than one year of schooling.

After the signing of the Peace Accords in 1996, and the formulation of a USAID commitment, girls' and women's education has emerged as a pivotal framework interwoven into all government and civil society education actions in this region.

### **Billboards, school kits and pioneering scholarships**

Influential businesses and foundations help mobilize national sentiment toward giving girls a better chance. Promotional spots on radio and a highly visible billboard campaign increase awareness. School kits and nutritious snacks provided by the private sector, in partnership with the

successful scholarship program.

The scholarship program has grown almost 10-fold since its inception in 1994, from 5,000 scholarships to 48,000 in 1999, with 60,000 planned for this year — all funded by the Guatemalan government, which pioneered this type of scholarship program. Recent studies in Guatemala show that scholarships not only increase girls' educational participation and academic improvement, but also help to raise their self-esteem. Teachers say these results have a positive effect on boys' participation and performance as well.

### **"If I were your daughter..."**

The Ministry of Education, in a public-private sector partnership with the Association for Girls' Education and FUNRURAL, with support from USAID, will soon launch a vigorous campaign designed to mobilize teachers, parents, and community members in support of girls' education. Their slogan "If I were your daughter, would you do everything possible to educate me?" is intended to



**Guatemala's pioneering scholarship program for girls has grown almost 10-fold since 1994.**

local organizations to develop a teachers' manual that encourages girls' active participation in the classroom.

Nationally, between 1994 and 1998, the percentage of girls completing third grade increased from 33 to 40, equal to increases by boys. This is an important achievement, but third grade completion rates in Guatemala are still well below those in many other developing countries.

In rural indigenous areas, such as the department of El Quiché, where USAID has only recently begun working in girls' education, the situation is far more critical. USAID is concentrating its efforts in El Quiché, a region ravaged during Guatemala's 36 years of war. Only 20 percent of girls and 26 percent of boys in El Quiché who began first grade in 1996 completed third grade in 1998. Great strides were made between 1994 and 1998, but there is a clear need for continued assistance to decrease the gender gap in rural communities and raise overall

primary school completion rates for all girls and boys.

### **President Portillo promises education will be priority**

The new government headed by President Alfonso Portillo promises to make education a priority. In his inaugural address on Jan. 14, he stressed his intention to make increased access to quality education for girls and boys paramount on his administration's agenda.

As one of the women at the Tzununul organizational meeting stated, "I cannot read and write. I do not want this for my daughters or sons. Education is truly the task of all of us here, parents and teachers. We need to make sure that in Tzununul we are the last generation that cannot read and write." ■

— **Richards** is education team leader in the USAID mission to Guatemala.

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## ***The average Mayan woman has less than one year of schooling.***

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Ministry of Education, further motivates parents to send girls to school.

Since 1991, the Guatemalan Association for Girls' Education (Asociación Eduquemos a la Niña) has been at the center of the effort to mobilize resources and raise consciousness. The Foundation for Rural Development (FUNRURAL), a socially oriented program of the coffee growers' association, administers the Ministry of Education's

bring the message right to the core of family and community.

Strong alliances are developing to reach girls throughout the country, including local civil organizations and the Foundation of Sugar Growers (FUNDAZUCAR), the Castillo Córdova Education Foundation, the department store chain CEMACO, Shell Exploration and Leo Barnett (a publicity firm). In El Quiché province, teachers joined with

By Christine Hjelt

## Building hope and confidence among Rwanda's women

**O**n the steep hillsides of southwestern Rwanda, 600 women are streaming along the roads and paths heading for the Kivu communal offices. Some have walked for hours to get there. Some carry babies on their backs; others carry umbrellas to protect against both rain and sun.

Their long walk is an investment in a better future.

All have left their fields and household responsibilities to meet with representatives of the Women in Transition (WIT) project, which is sponsored by USAID.

On this November day, 600 women have come here because they need resources to provide basic food security for their families. The women need funds to replace small livestock lost during the genocide and war of 1994, but their experience with the WIT project will also involve lessons in civic education that could be as valuable as the addition of a pig or a goat to the family farm.

willing to work in this area.

Over the past three years, the WIT project has provided small grants to over 1,700 women's associations with 35,000 direct beneficiaries. In addition, indirect benefits reach over 140,000 family members, including orphans and foster children. The associations use the grants to buy seed and other agricultural supplies, purchase goats and pigs, engage in micro-commerce and rebuild houses.

As WIT resource manager, Louise Sayinzonga says, "WIT cannot lift women out of poverty, but WIT can give women hope and confidence so that someday they can lift themselves out of poverty." It is the whole WIT process, not just the monetary aspect, that nurtures this hope. This process is about to begin in Kivu Commune.

### Transparency

The first lesson of the day is about transparency. The women gather on a hillside where everyone



**These women are part of a USAID Women in Transition project that brought 600 women together in Kivu Commune, Rwanda, last November to decide how aid could help them increase family food supplies.**

themselves, indicate their chosen president and the activity the group has decided best addresses their problems.

In Kivu Commune, all the groups have identified the need for small livestock — goats, pigs or sheep — which, in addition to increasing family food supplies, provides manure for their gardens and serves as a financial reserve against difficult times. Next, the gathering discusses the cost of local purchases for these animals and determines how many animals will be needed and the prices to be paid for them. All of these transactions are public so that misunderstandings and jealousy can be kept to a minimum.

### Confidence

The second lesson of the day is about confidence. To reach consensus within this large gathering, women are encouraged to speak publicly—to state their opinions and have them tested against the ideas of other women. The WIT team encourages broad-based

participation and insists on respect for all speakers.

As a follow up to this initial meeting, each association will open an account at the local credit union. The president of each association will travel to the capital, Kigali, to sign the sub-grant agreement, receive the check for project funds and deposit the money into the association's account. This will represent the first trip to Kigali for most of the women and their first experience with the banking system.

### Responsibility

The third lesson is about community responsibility. Resources provided under the WIT project are resources for all women in the community. These 18 associations are merely the first recipients. Each member agrees to sell offspring from her animal to repay the funds she has received to the Women's Communal Fund, which can then help other women. All negotiations regarding project activities are done in public. The wider community knows the amount of

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***"The men are curious about the reason for this big meeting. It is unusual to consult with women about their economic lives and to use their associations for economic recovery. Today, I think the process of emancipation has begun."***

— Assistant mayor of Kivu Commune

They represent the 18 associations — two from each of the commune's nine sectors — selected by the newly elected Commune Women's Committee. Because of the danger and the bad roads, few outside groups are

can hear and participate in the meeting. The aims of the WIT project and the project's relationship to Rwanda's Ministry of Gender and Women's Development are presented to the gathering. The women of each association identify

the assistance received (in Kivu Commune between \$15 and \$30 for each of the estimated 700 association members) and is aware of the expectation that association members will return these resources to the Women's Communal Fund.

### **Accountability**

The fourth lesson is about accountability. After the funds have been distributed and the animals purchased, WIT staff will return to see the animals and to talk with association members and local officials about the process. A second monitoring trip will review

payments into the Women's Communal Fund, provide training to improve the management of the fund and provide the women with an opportunity to share their experiences in purchasing and caring for the livestock.

### **Commitment**

The final lesson is about commitment. Since women are working collectively in their associations, they must find a way to work together if they are to succeed and if they are to be catalysts for change in their own communities. The great majority of WIT-funded associations have

exhibited this commitment. Resources have been effectively used and the proceeds have benefited other community projects.

In a part of Africa where authority has traditionally come from the ruling elites, with few resources trickling down to isolated rural women, the Women in Transition process has helped to transform the way women work in their own communities and the way women's contribution to the community is perceived. USAID supports the Women in Transition project through its Office of Transition Initiatives (OTI), which goes in quickly after natural disasters and wars to move people from relief toward rehabilitation and rebuilding.

A recent evaluation of the WIT project by USAID's Center for Development Information and Evaluation (CDIE) and OTI found that women who were leaders in WIT-funded associations were often elected to newly created community councils. In Kanama Commune, in northwestern Rwanda, eight of the nine women elected to community councils were leaders in WIT-supported associations. In Kayove Commune, four of the five elected women were also heads of associations. The evaluation concludes that association leaders are also perceived as good leaders in their broader communities.

The assistant mayor of Kivu Commune reinforced this perception as he watched the 600 women of the commune discuss their future activities. "The men are curious about the reason for this big meeting. It is unusual to consult with women about their economic lives and to use their associations for economic recovery. Today, I think the process of emancipation has begun."

Mission Director Dick Goldman agrees. "Emancipation must be economic, social and political. Without development on

each front, women remain the recipients of assistance but not actors in their own development and the development of their communities."

The Women in Transition Project was begun in 1996 with a grant from OTI. From the beginning, the project was a unique partnership between USAID and the Ministry of Gender and Women's Development with the ministry providing three of its staff to be WIT resource managers. The project, managed by Coordinator Buddy Shanks, has received just over \$5 million each from OTI and from development assistance resources. It has reached over 1,700 women's associations in 92 communes in 11 of Rwanda's 12 prefectures. Three teams of resource managers spend four days a week in the rural areas reaching under-served and vulnerable women.

The project is widely seen as one of the most effective rural-based programs in Rwanda and has received wide coverage in the local media. With strong government endorsement, the project meets the needs of vulnerable rural women without regard to ethnicity. In some communities, associations of genocide widows and the wives of men detained in prison on the charge of genocide crimes have received support and are now beginning to cooperate in community activities.

A recent evaluation gave WIT high marks for rebuilding women's lives, meeting the needs of poor and vulnerable women, reducing tensions in communities, building unity, creating space for reconciliation and providing a vehicle for participation in new political structures. ■

—Hjelt formerly worked in the USAID mission to Rwanda.



Goats provide food for the women's families, manure for their gardens — and baby goats to sell to help other rural Rwandan women.



By Somaya A.H. Zakaria

## **“The longest street in the world” — Sesame Street — now runs through Egypt**

**W**ith a lively open marketplace, a welcoming library, and a diverse set of characters, the colorful Muppets have moved into Egypt’s newest street, “Alam Simsim.”

As part of the “longest street in the world,” this indigenous version of the widely acclaimed “Sesame Street” series joined 19 other international co-productions on air when it debuted on Egyptian television in January.

Two seasons of 65 half-hour episodes are planned to help improve literacy and numeracy skills for millions of Egyptian children, while placing special emphasis on girls’ education, the environment, health and hygiene. The series was specifically designed to promote girls’ education and will portray young girls as active, equal participants in every aspect of the episodes, encouraging girls’ early and continued education. Local Egyptian educators and experts in education, child development and psychology, linguistics, media, health and the environment developed the series’ content.

“Alam Simsim” is intended to enhance Egyptian children’s school

too often are poorly prepared and fail to acquire the fundamental skills to succeed in primary school. “Alam Simsim” promises to help provide them more equal opportunities for early school success in both urban and rural communities in Egypt.

Educators have long been aware of the link between pre-school learning and achievement at the primary school level. In Egypt, however, there is a scarcity of well-prepared educational and cultural programs for preschoolers and children of primary school age. Egypt’s limited children’s TV programming often fails to engage children and can be didactic and moralistic. Many teachers in rural communities, particularly in Upper Egypt, are under-trained and not properly equipped to provide the quality learning needed to increase student participation and retention.

Literacy rates in Egypt are improving, but are still low. About half of all adult Egyptians were illiterate in 1995. Two-thirds of illiterate Egyptians are women. Dropout rates remain high, especially for female students and those in their first year of formal schooling.



**Egypt’s “Alam Simsim” is the newest addition to Sesame Street – the longest street in the world.**

Street” and other quality educational programming are better prepared for school than non-viewers are.

The Children’s Television Workshop has worked closely with Karma Productions, the Egyptian co-producer, providing extensive training to Karma’s creative staff to support the transfer of the Workshop’s technology to the Egyptian partners. Through collaborative research, production, network building, training and content development, the producers hope to develop a sustainable world-class educational television production company in Egypt. Approximately 90 percent of Egyptian households have access to television.

Egypt’s indigenous version of the

internationally acclaimed “Sesame Street” series is funded by USAID/ Egypt as part of its strategy to increase the number of girls enrolled in schools and to provide positive role models to counter community and family reluctance to educate young girls. “Alam Simsim” was developed with the support of Egypt’s first lady, Madame Suzanne Mubarak, who has long been committed to improving educational opportunities for girls. The Egyptian government’s Ministries of Education and Information also collaborated on the project. ■

—Zakaria is a member of the strategy coordination support team, USAID/Egypt.

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***The series was specifically designed to promote girls’ education and will portray young girls as active, equal participants in every aspect of the episodes...***

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readiness and help reduce primary school failure and dropout rates. Egypt’s disadvantaged children all

Domestic and international studies have concluded that preschoolers who watch “Sesame



By U.S. Senator Patty Murray (D-Wash.)

## A view of women in Central Europe

**A**s a U.S. Senator and a member of the Appropriations Subcommittee on Foreign Operations, I proudly support a strong U.S. presence abroad. That's why I'm pleased to have this opportunity to thank the men and women who support USAID efforts around the world.

In the Senate, my work translates into support for issues like the CEDAW (Convention to Eliminate Discrimination Against Women) treaty and full funding of our commitments to our international obligations like the United Nations. I also advocate for funding foreign policy initiatives like the USAID Women in Development Office, microenterprise lending, UNICEF, and other initiatives important to women internationally.

While these are certainly important contributions to the U.S. role in international affairs, I recently had the opportunity to reconfirm my belief that our greatest contribution abroad is thoughtful participation in international affairs by the American public. Our financial capabilities will always pale against the many international needs for assistance. However, through the efforts of USAID and others, our ability to export democracy and other cherished American traditions is unlimited.

Last August, I had the honor to lead a unique trade and study mission to Poland, Hungary and the Czech Republic. Thirty-five women from Washington state joined me in this first-ever all women's mission to Warsaw, Budapest and Prague. Included in the group were prominent business-

women, educators, elected officials, and community organizers.

We went to Central Europe to connect with women in countries undergoing immense societal change; to assess women's roles in evolving democratic governmental institutions; to seek cooperation and partnerships between non-governmental organizations; and to share our personal experiences with other women leaders.

What did we find? Well, we were overwhelmed, inspired and encouraged:

— overwhelmed at the interest in our trip and the fabulous treatment extended to us by our embassies and consulates;

— inspired by our meetings with women in government and business, and particularly by women seeking to empower other

in democratization and the enormous challenges facing these countries. We did not find a great appreciation either in the governments or in the general public of women's issues. In Poland, breast cancer was equated with a death sentence. It was not discussed in public, and, historically, treating breast cancer had not been a priority for the health care system.

### **Women adjusting to new freedom**

We found women adjusting to personal freedoms denied under communist rule. Today they are choosing their own personal physicians and deciding where to send their children to school. Clearly, the democratic transitions taking place in Central Europe are much more difficult and complex than we had anticipated. USAID

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***"...our ability to export democracy and other cherished American traditions is unlimited."***

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women to speak out for families and children, for women's health care, and for women in the workforce; and,

— we were encouraged by the great promise these three countries hold as new members of NATO as well as eager and growing allies of the United States.

I'm pleased to share with you a few of my personal observations from this trip. In all three countries, we found small pockets of women working to include women's issues

provided crucial assistance from the initial stages of establishing democratic constitutions, legal structures and market reforms. Women face ever-greater challenges in keeping pace with new health care and pension systems, and in trying to create a greater awareness for women's issues, which, after all, are family issues of concern to all people.

We found non-governmental organizations (NGOs) in their infancy. Many got started with help



**Senator Patty Murray (D-Wash.) was impressed with the leadership qualities of women officials when she visited Poland, Hungary and the Czech Republic.**

from USAID and continue to operate with assistance from USAID-supported Western NGOs. At event after event, as we brought women together, we learned that networking among women's groups is not a regular practice in Central Europe. Perhaps the most important outcome of our trip was the simple act of bringing women together in their own communities to meet one another, to see new coalitions formed, and to see women draw strength and energy from one another.

### **Impressive women leaders**

We met an amazing and impressive group of women leaders. Among those we met were Hanna Gronkiewicz-Waltz, president of the National Bank of Poland; Maria Dunavolgyi, director of the Budapest Stock Exchange; Katalin Szili, the deputy speaker of Hungary's Parliament,

*(continued on back cover)*

# Careers of service, acts of valor honored at USAID's 1999 Awards Ceremony

**N**ear the end of a long ceremony during which USAID honored dozens of its own for careers of service and excellence in particular assignments, USAID employees gave Rumiana Iotova a spontaneous standing ovation. Iotova, a Foreign Service National from Bulgaria, received the Award for Valor at the 1999 Annual Awards Ceremony on Dec. 10.

She was cited for "her extraordinary act in defense of a USAID retired employee while on temporary duty in Washington." On the

night of Dec. 5, 1998, Iotova was with Warren Duerbeck, a retired Foreign Service officer who had previously served in Bulgaria, and his wife near Union Station when a mugger tried to snatch Mrs. Duerbeck's purse. When Mrs. Duerbeck resisted and was dragged on the street by the mugger, Duerbeck pursued the mugger, who then slashed both Duerbecks.

"Despite the serious knife wounds inflicted upon the couple, she risked her own safety and her life by physically engaging with the

mugger and warding off the attack," the award citation stated. Iotova jumped on the back of the mugger and grabbed and clawed until he gave up and ran away. Her attack was so fierce, the mugger even left the purse behind, according to Duerbeck, whose injuries required 55 stitches. Duerbeck was down front at the awards ceremony, cheering for Iotova.

The agency's Domestic Partnership Award went to the search and rescue teams from Fairfax County, Va., and Miami-

Dade County, Fla., "in recognition of their extraordinarily courageous performance in responding to disasters for over a decade and on every continent, including the American Embassy bombing in Kenya and earthquakes in Turkey, Taiwan, Colombia, the Philippines, and Armenia. Many lives were saved and much suffering relieved by the care, skill and speed of their work, done at great personal risk." ■



Award for Valor—Rumiana Iotova, Bulgaria



Domestic Partnership Award—Fairfax County, Va., and Miami-Dade County, Fla., Urban Search and Rescue Teams



Distinguished Honor Award—Christopher Crowley (for West Bank/Gaza), Ukraine, Moldova and Belarus



Administrator's Distinguished Career Service Award—Norma Jean Parker, Latin America-Caribbean Bureau (retired)



Professional Foreign Service National of the Year—Victoria Marchenko, Ukraine



Foreign Service National of the Year—Odalís Pérez, Dominican Republic



C. Herbert Rees Memorial Award—Neil Levine, Latin America-Caribbean Bureau (Also awarded to Earl Gast, Ukraine, Moldova and Belarus.)



Superior Honor Award—Marcus Rarick, Management Bureau



Superior Unit—Democratic Team Indonesia and Washington (Terry Myers and Zulliah Said)



Foreign Service National of the Year—Mona Beshai, Egypt



Foreign Service National of the Year—Tesfaye Kifle, Ethiopia



Outstanding Career Achievement Award—Voncile Willingham, Equal Employment Opportunity (retired)



Support Foreign Service National of the Year—Nebojsa Cagorovic, Montenegro



Outstanding Secretary Award—Gloria Halm, Europe and Eurasia (formerly ENI) Bureau



Superior Honor Award—Tamara Halmrast-Sanchez, Bureau for Humanitarian Response



Superior Honor Award—Eileen Hsieh, Office of the General Counsel



Foreign Service National of the Year—Amy Jimenez, Honduras



Science and Technology in Development Award—Robert Bertram, Global Bureau



Superior Honor Award—Mohamed Tanamly, Egypt



Foreign Service National of the Year—Gedi Mughandria, Malawi



Superior Honor Award—Gwendolyn Outterbridge, Global Bureau

Pictures of all awardees who received their awards in person at the ceremony are available from Photo Librarian Pat Adams. E-mail her or call (202) 712-4058.



# Crapa is new assistant administrator for legislative and public affairs

**A**t his formal swearing-in ceremony Feb. 1, Joseph Crapa, the new assistant administrator for the Bureau for Legislative and Public Affairs, thanked his mentor and former boss, Rep. David Obey (D-Wis.) for teaching him that “whatever you do abroad has to make sense at home.”

Crapa noted that Administrator Brady Anderson had stated that his priorities included improving the agency’s relationship with Congress and telling the story of foreign assistance to the American public in a way that makes sense — goals that also define much of Crapa’s job.

“I believe that Congress plays a vital role in foreign policy and that it has the right to be informed in a timely, transparent and bipartisan manner,” he said. Crapa also promised to work closely with his colleagues at the State Department to make sure foreign policy was articulated “with one voice.”

President Harry Truman’s conclusion in his inaugural address that “only by helping the least fortunate of its members to help themselves can the human family achieve the decent and satisfying life that is the right of all people.”

Those words were part of President Truman’s 1949 Inaugural Address, which outlined the Point Four Program, from which USAID traces its origins. Crapa’s ceremony was in the Point Four Room, which honors the men responsible for establishing that program. “USAID is carrying out the vision which President Truman and Congress bipartisanship articulated a half-century ago. When it comes to foreign policy, USAID has dirt under its fingernails, and I’m proud of it,” Crapa said.

He acknowledged that USAID sometimes tries to do too much and does not always succeed. “We have learned over the past five decades that poverty is more



**Administrator Brady Anderson congratulates Joseph Crapa as he is sworn in Feb. 1 as assistant administrator for the Bureau for Legislative and Public Affairs. Crapa’s wife, Barbara, assists as their son, Judd, and grandson, Baird, look on.**

we can do. Who is to know that in our frustrations and failings may be the seeds of our success.”

Before coming to USAID last October, Crapa was acting assistant secretary of agriculture and had served as associate administrator for congressional and intergovernmental affairs at the Environmental Protection Agency for two years. In the Carter administration, he was deputy assistant secretary of commerce for congressional affairs. He was chief of staff to Rep. Obey from 1987 to 1997 and also served as Democratic counsel to the House Appropriations Committee from 1994 to 1997. Crapa received his bachelor’s degree in English literature and philosophy from St. John’s University in New York, his master’s in English and American literature from Duke University and his Ph.D. in American literature from the University of Arizona, where he was awarded a National Defense Teaching Fellowship. A native of

New York, he is married to Barbara Crapa. They have one son, Judd Crapa. ■

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***“We have learned over the past five decades that poverty is more intractable than we imagined, that the human heart is more brutal than we believed, that nations do not always turn out as we would like.”***

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“There is much talk lately about a spirit of neo-isolationism. I don’t believe it!” he declared. “I believe that the generosity of the American people is unfailing.”

Crapa insisted that Americans today would still agree with

intractable than we imagined, that the human heart is more brutal than we believed, that nations do not always turn out as we would like. Like Sisyphus, our ball may roll downhill, but our task is to keep pushing. We only do what

## Microenterprise photo exhibit

The USAID Information Center gallery’s new exhibit, “Celebrating the Credit Union Microentrepreneur,” Feb. 25-June 2, highlights the microcredit partnership between USAID and the World Council of Credit Unions, Inc. Recipients of microenterprise loans from seven nations are featured. The gallery, on the mezzanine level of the Ronald Reagan Building, is open Monday through Friday, 9 AM-5 PM. For more information, call Howard Salter, (202) 712-5795.



## Anderson stresses USAID commitment to disabled in Guatemala

**D**uring Administrator Brady Anderson's trip to Guatemala in January, he and Janet Allem, the agency's disability coordinator, visited the Legal Action Center for Human Rights (CALDHI), a local non-governmental organization and a USAID partner advocating for the rights of the disabled.

Anderson emphasized the agency's commitment to inclusion: "To leave even one person behind is simply unacceptable. We are committed to tackling the challenges of development with particular attention to those with disabilities."

With USAID financing, CALDHI supports efforts of the National Council for the Disabled (CONADI) to make operational a Guatemalan law to protect the

rights of the disabled. CONADI is contributing to the development of a sound legal framework to ensure treatment of the disabled as full citizens.

Anderson said he had told President Alfonso Portillo how important he considered his meeting with CONADI and CALDHI, and said President Portillo expressed his support for their work. Anderson said that development cannot be complete if countries do not ensure that all their citizens, including those with disabilities, have full access to all social services and enjoy equal opportunities for employment.

CONADI's José Cecilio del Valle pointed out that half the members of the board are disabled and spoke about the importance of the disabled



Advocates for the disabled in Guatemala meet with Administrator Brady Anderson (third from right) during his January trip.

continuing to fight for equal opportunities.

Allem said, "It is critically important that USAID maintain an open dialogue with people

with disabilities in the developing world." ■

— Córdón is a program specialist in the USAID mission to Guatemala.

## Administrator's trip to Central America focuses on reconstruction, peace, justice and education

**O**n his first trip to Central America since coming to USAID, Administrator Brady Anderson met with the presidents and legislative leaders of El Salvador, Guatemala and Honduras and saw agency programs in action.

### Guatemala

At his Jan. 17 meetings with Guatemala's newly inaugurated President Alfonso Portillo and the Peace Commission, Anderson stressed the importance of military, tax and justice reforms to continue

the peace process. He said USAID would fulfill the \$260 million aid commitment to support the Peace Accords with an additional \$57 million this year and reaffirmed the agency's interest in staying engaged in the peace process.

President Portillo said his first priority was fiscal reform necessary to re-establish macroeconomic stability and to carry out his promises in the areas of security, education and health. He outlined planned reforms to stiffen penalties for tax evaders, plug loopholes, ease

the burden on middle- and lower-income people and encourage productive investment over speculation. Portillo said he planned to establish a Police Academy to enhance training and respect for human rights within the National Civilian Police.

He pledged to include Mayans in the democratic and development processes and underscored his commitment to eliminate racial barriers and discrimination in education and to target social development activities to the poorest areas.

The next day Anderson visited a rural school in El Quiché, and on his final day in Guatemala, signed a grant to help human rights victims exhume the disappeared relatives from clandestine gravesites.

### El Salvador

In El Salvador, Anderson visited with President Francisco Flores informally in the president's living room, had lunch with Salvadoran education leaders and first lady Lourdes Flores and talked with

*(continued on page 16)*

(continued from page 15)

members of a community bank under a backyard shade tree.

On Jan. 20, Anderson met with members of the Salvadoran Legislative Assembly's Modernization Committee, including Diputado Juan Duch Martinez, president of the Legislative Assembly. Diputado Rita Cartagena concluded the Modernization Committee meeting by saying that El Salvador "has converted itself to peace and now we want and need to convert to democracy and to a Western economy. Our children need to know the importance of cooperation."

### Honduras

President Carlos Flores expressed his appreciation to USAID and the U.S. government for help in recovering from the devastation of Hurricane Mitch in the fall of 1998. Anderson visited COPECO, the Honduran agency for disaster preparedness and response. He also toured new permanent and transitional housing outside Tegucigalpa and at El Progreso and a large-scale USAID food-for-work program in Bacadilla aimed at rehabilitating 17 communities after the hurricane's damage. ■

## WHERE

In The  
World  
Are  
USAID  
Employees?



## Moved On

Anderson, David Patrick  
Brown, Shontese Devet  
Hoshaw, Maria  
Lambert, Virginia Ann  
McDougald, Cynthia  
McGlathery, Louise

## Y2K bonus—Most extensive upgrading of information technology systems in USAID history

It was remarkably uneventful for a milestone. Nevertheless, the smooth rollover into the new millennium at the USAID Operations Center — and for agency personnel around the world — marked a major technological milestone for the agency, according to Peter Benedict, who was senior policy advisor to the administrator for Y2K.

"Y2K had the potential of creating many simultaneous large-scale humanitarian and technical problems. It was an emergency that did not become a disaster — in part, because we made good use of the long preparation phase."

"And we were lucky," he added. "The smooth transition to 2000 was fortunately free of humanitarian crises and major infrastructure failures — not only

in countries where USAID is engaged, but also in more computer-dependent countries throughout the world. In the process of establishing contingency plans for potential global crises, we also tested and upgraded our information technology systems. The massive investments in agency financial resources and the energies of countless individuals were not wasted — they resulted in the most comprehensive upgrading of information technology systems in the history of USAID."

The story might not have had such a happy ending. In a February 1998 review of USAID's New Management System (NMS), IBM asserted that USAID could never renovate the NMS in time for fiscal year 2000 or the rollover.

During the months before the rollover, Washington and all field missions upgraded their internal systems and facilities, and developed contingency plans to handle problems that could disrupt program and project operations. In many countries, USAID extended assistance to governments through technical assessment teams, information workshops and repairs to local information technology systems.

For the critical rollover period, a central USAID Operations Center in the Ronald Reagan Building was staffed around the clock beginning on Dec. 30 by Information Resources Management, the Office of U.S. Foreign Disaster Assistance and others. A final monitoring period Feb. 29 completed the effort. ■

Mitchell, Carl  
Pandya, Amit  
Sams, Sandrica  
Schneider, Mark  
Thorup, Cathryn

## Promoted

Atkinson, Linda  
Ball, Kimberly  
Battle, Tonya  
Better, Titus  
Bonnell, James  
Brineman, Elena  
Carner, George  
Chiles, Lisa  
Cox, Michael  
Davis, Charlotte  
Deckard, Cliff  
Dijkerman, Dirk  
Eckerson, David

Eugenia, Mercedes  
Holmes, Francis  
Howard, Kent  
Jeffers, William  
Johnson, Rodney  
Kite, Michael Eric  
Lane, Wilford  
Lucke, Lewis  
McDonald, Kara  
McFarland, Debra Dewitt  
McKeirnan, Bonnie  
North, Walter  
Oldwine, B. Eilene  
Ott, Mary Catherine  
Partridge, Suzanne  
Rhodes, William  
Smith, Penny  
Sundy, Anthony  
Sylvia, Cristina  
Taylor, Jacqueline  
Trott, Michael Crooks  
Walther, Mark

Wilson, Yvonne  
Wisecarver, Steven

## Reassigned

Baier, Kraig, RHUDO, housing/urban development officer, to G/ENV/UP  
Busia, Koko, ENI/ECA/ST, program officer, to COMP/FSLT  
Dempsey, Holly Fluty, G/PHN/HN/NMH, nutritionist, to public health specialist, AFR/D/HRDD  
Freeman, Natalie, Senegal, legal officer, to Indonesia  
Griarke, John, COMP/FS, legal officer, to Senegal  
Hansen, Robert, G/DG, democracy officer, to supervisory special projects officer, Indonesia

**Hong, Penelope**, M/AS/OMS, executive officer, to program officer, E&E/NCA/WN

**Johnson, Gary**, AFR/AMS, administrative operations specialist, to safety/occupational health specialist, M/AS/OMS

**Kreslins, Dagnija**, E&E/NCA/C, international cooperation specialist, to program analyst, G/PDSP

**Lizwelicha, Kamau**, Zambia, controller, to COMP/FS/REASSGN

**Moze, Jan Miriam**, ENI/NCA/WN, international cooperation specialist, to financial management specialist, E&E/PCS/B

**Neely, Gertrude**, LPA/CL, administrative operations assistant, to LPA/PL

**Nicastro, Thomas**, COMP/FS/REASSGN, foreign affairs

officer, to program officer, AA/LAC

**Parson, Jeremiah**, M/AS/OMS, executive officer, to Nigeria

**Partridge, Suzanne**, COMP/NE/OJT, contract specialist, to M/OP/B/AEP

**Ponasik, Diane**, Haiti, supervisory general development officer, to general development officer, Skopje

**Rader, Owen Patrick**, COMP/FS/REASSGN, to private enterprise officer, Uganda

**Reichle, Susan**, Russia, supervisory democracy officer, to supervisory general development officer

**Rhodes, Jill**, COMP/FSLT, democracy officer, to supervisory democracy officer, Russia

**Ryan, Joseph Jr.**, Philippines, program economics officer, to supervisory project development officer

**Sadat, Linda**, G/ENV/DAA, program analyst, to ANE/US-AEP

**Shea, Steven**, M/OP/PS/CAM, auditor, to IG/A/FA

**Steelman, Richard**, ENI/NCA/R, program officer, to LAC/CAR

**Stofel, Scott**, GC/G, legal officer, to Senegal

**Taylor, Jacqueline**, COMP/NE/OJT, contract specialist, to M/OP/ENI/DG

**Wilson, Robert**, Mozambique, Food for Peace officer, to general development officer, Yugoslavia

**Broome, Douglas**

**Brown, John**

**Castro, Richard**

**Connors, Donald**

**Cordaro, Elizabeth**

**Dudik-Gayoso, Joan**

**Duncan, Forest Jr.**

**Flynn, John**

**Garcia, Celia**

**Gardner, Barbara**

**Guin, Kenneth**

**Johnson, Mark**

**Knauf, Barry Stewart**

**Korin, Michael**

**McKnight, Monica**

**Piet, David**

**Reece, Mary**

**Roche, Elizabeth**

**Smith, Willette**

**Washburn, David**

**Wilder, Gladys**

**Williams, Julia**

**Wolf, Donna**

**Young, Dorothy**

**Zanella, Patricia Ann**

## Retired

**Anderson, Russell**

**Airhart, John**

**Athanas, James**

**Becker, John**

**Bracey, Ollie**

## Obituaries

**Thomas M. Finn**, 74, died Dec. 23, 1999, of leukemia at his home in Palm Harbor, Fla. Finn began his career with USAID in the mid-1970s and worked in the Office of International Training as deputy director until he retired from the agency in 1978.

**Alan Goldstein**, 70, died Jan. 9 from complications of Parkinson's disease at his home in McLean, Va. Goldstein joined USAID's predecessor agency in 1958 and worked in Taiwan, Thailand and Nicaragua as an economist. He was deputy mission director to El Salvador before his retirement from the agency in 1988.

**John P. Grant**, 48, mission director in Bulgaria, died Jan. 7 in London after a stroke. Grant was stricken in Sophia, where he had remained as USAID's Y2K duty officer over the holidays. Grant began his career with USAID in

1984 in the Bureau for Food and Voluntary Assistance as a program analyst. He converted to the Foreign Service in 1987 and served in India as a Food for Peace officer and program officer. From 1991 to 1993, Grant served as program officer in Togo, followed by assignments in the Bureau for Humanitarian Response and as director of the Office of Private and Voluntary Cooperation. He served as mission director to Bulgaria from January 1999 until his untimely death. Before joining USAID, Grant was chief of the Latin American and Caribbean Program and director in Mexico for Save the Children, a private, non-profit organization. Grant was the fourth generation in his family to have been involved in overseas assistance programs.

**Leonard J. Kata**, 58, died Nov. 13, 1999, of lung cancer. Kata joined USAID in 1983 and worked in the Bureau for Management, Office of Procurement, as a contract officer until his death.

**Kurt Nathan**, 90, died Nov. 14, 1999, of Parkinson's disease in Santa Barbara, Calif. Nathan joined USAID's predecessor agency in the 1950s and worked as an economic adviser in Manila and Jakarta and in the South Korean section in Washington, as assistant director for program and policy in Bogota and as an economic adviser in Recife, Brazil. Nathan retired from USAID in 1970.

**Margaret M. (Peggy) Pilkington** died Nov. 19 after a brief illness. Pilkington joined USAID in the 1960s and worked in Pakistan, Vietnam and in Washington as an administrative officer and correspondence analyst in Saigon. Pilkington retired from USAID in 1975.

**Jonathan Silverstone**, 71, died suddenly on Dec. 24, 1999, of acute leukemia at Georgetown University Hospital in Washington, D.C. Silverstone joined USAID's predecessor agency in 1959 and worked in the Office of the General

Counsel. He also represented the agency as the human rights coordinator in the Bureau for Policy and Program Coordination. On sabbatical in 1970, Silverstone taught international law and political development at the Fletcher School of Law and Diplomacy at Tufts University in Boston. Silverstone, chief of the Civic Participation Division in 1980, received USAID's superior honor award for his contributions to the cause of popular participation, human rights and social practice in developing countries. He retired from USAID in 1994 as assistant general counsel for Near East and South Asia Affairs in the Office of General Counsel.

**Larry Scott Smith**, 52, died Nov. 20 in Washington, D.C. Smith joined USAID in 1967 and worked in the Bureau for Management, Communications and Records Management Office, as a telecommunications specialist.

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# Senator Murray: A view of women in Central Europe

*(continued from page 11)*

and the Honorable Jaroslava Mosorova, a senator in the Czech Parliament. Each of these women is fighting for progressive changes to benefit women in Central Europe.

We were surprised to find somewhat of a patronizing tone toward women's issues. One reporter in Budapest asked me, "Do you have a weak point like not being able to resist a great dress?" Ironically, at the time, I had just been with two of Hungary's most prominent women, Dr. Ibolya David, the minister of justice, and Aniko Orban, the prime minister's wife. Incidents like this were rare, but they underscored for us the challenges facing women in these three countries.

Finally, we were so proud of the U.S. presence in all three countries. Our embassies, which had served

as gathering points for dissidents during the Cold War, now offer support and counsel to activists seeking to remake these countries

tremendous work on behalf of all Americans. Nor can we forget the key role of USAID in helping to lay the groundwork for democratic

and the Czech Republic. We all cheered at the recent news that several of our contacts in the Czech Republic led an effort to appoint a woman to the Czech Cabinet. When a woman was not appointed, these Czech women leaders formed an entire "shadow Cabinet" of women calling for "government with a conscience."

These great women leaders certainly didn't need our blessings or guidance to challenge the status quo. But we take great pride in having had the opportunity to meet women in Central Europe working at various levels in their communities to better the lives of women. Their work and our experiences together in Central Europe inspire us to redouble our efforts in our own communities. ■

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***We were...inspired by our meetings with women in government and business, and particularly by women seeking to empower other women to speak out for families and children, for women's health care, and for women in the workforce.***

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into more open and inclusive societies. From Ambassador Daniel Fried in Poland to Ambassador John Shattuck and his wife, Ellen Hume, in the Czech Republic, our embassy and consulate officials across Central Europe are doing

institutions and future progress for women.

At the conclusion of the trip, we were rewarded with numerous opportunities for further cooperation between Americans and our new friends in Poland, Hungary